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ABSTRACT

In 1998, the San Diego Community College District (SDCCD) completed a successful third cycle of Educators Exchange Program (EEP) activities. The goal of EEP is to promote binational cooperation, cultural understanding and economic development through faculty exchange and technical assistance programs. During the last six years of program operation, the initial goals have produced many successful outcomes, including: (1) providing SDCCD and CECATI faculty, staff, and administrators with the opportunity to participate in international exchange and development activities; (2) increasing the quantity and quality of vocational educational curricula in Mexico; (3) expanding existing collaborations with partner organizations and other institutions in the U.S. and Mexico; (4) increasing skills and experience in developing international faculty exchange and technical assistance programs, providing a model for other similar projects; and (5) infusing global perspectives into the curricula of participating educational institutions. Included in this document's discussion are partner organizations, prior exchange efforts, activities and outcomes of the Educators Exchange Program 1998, financial reports, and an evaluation study, including demographics and participant/instructor evaluations. (AS)

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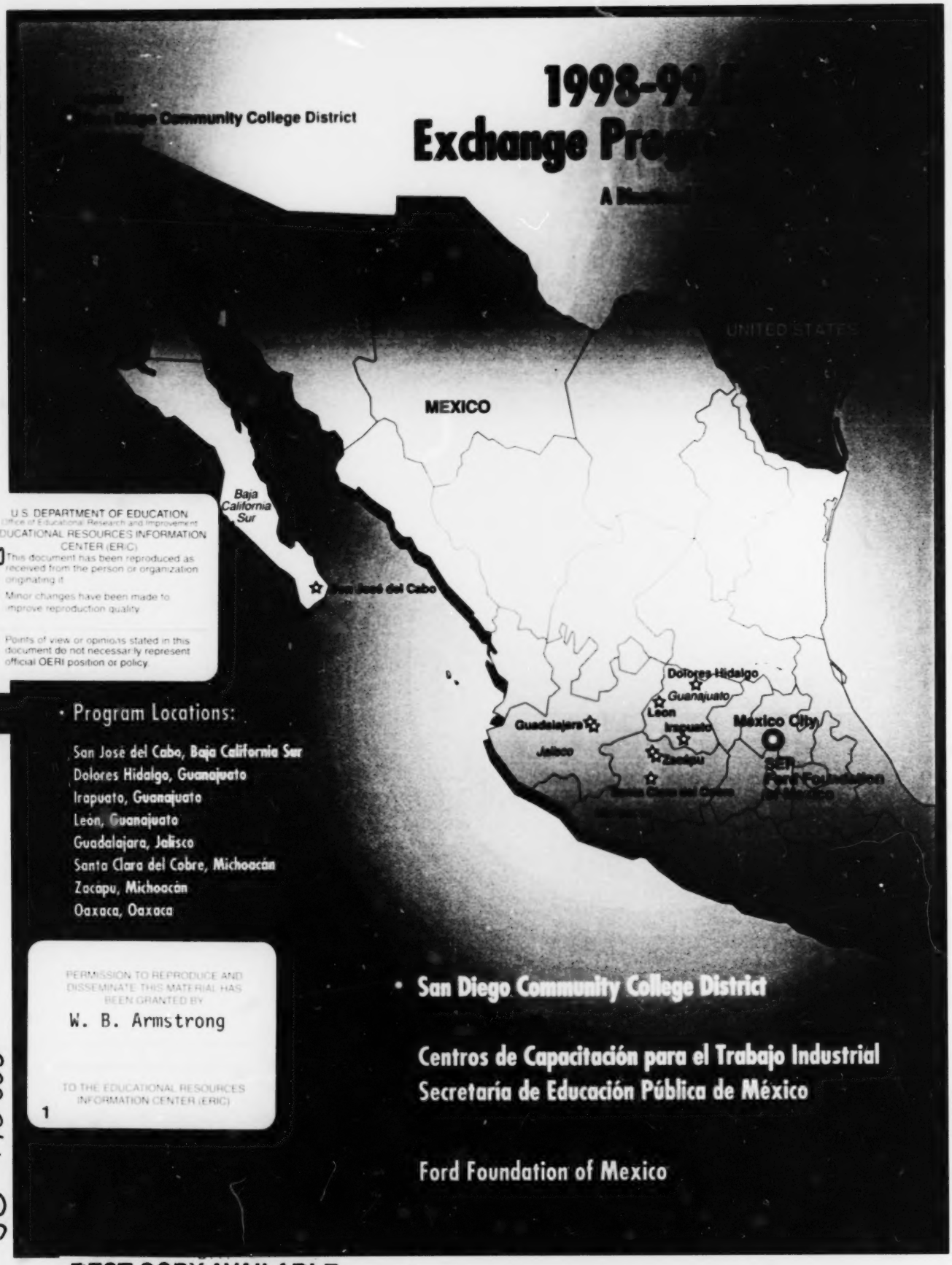


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# EDUCATORS EXCHANGE PROGRAM

# PROJECT REPORT AND EVALUATION STUDY

Report and evaluation of the Educators Exchange Program (EEP), 1998-1999, a binational teacher exchange program conducted within the scope of the formal cooperative agreement between the San Diego Community College District (SDCCD) and the Centros de Capacitación para el Trabajo Industrial (CECATI), with the support of the Secretaría de Educación Pública (SEP) de México and funding from the Ford Foundation of México


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## ACKNOWLEDGEMENTS

We wish to thank these people whose staunch support made the Educators Exchange not only possible, but a success:

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James B. Mack
Kenneth J. Moser
Evonne Seron Schulze
Maria Nieto Senour
Mark Jones, Student Member

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# THE EDUCATORS EXCHANGE PROGRAM
# PROGRAM REPORT AND EVALUATION STUDY
# 1998-99

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## EXECUTIVE SUMMARY

The San Diego Community College District (SDCCD), in partnership with the Centros de Capacitación para el Trabajo Industrial (CECATI) of Mexico and the Subsecretaría de Educación e Investigación Technológica, Secretaria de Educación Publica (SEP), has just completed a successful third cycle of Educators Exchange Program (EEP) activities. The goal of the EEP is to promote binational cooperation, cultural understanding and economic development through faculty exchange and technical assistance programs. The EEP has been funded by the Ford Foundation since 1992 and represents a long-standing association among the partner institutions.

Activities for the EEP 1998-99 began in March of 1998 with an administrative planning session held in Mexico City. At that time, program leaders identified instructional needs and reviewed major 1998-99 program goals which included a special emphasis on the development of certification classes in electronics and increased attention to commercial arts and local handicrafts. The 1998-99 program goals also focused on encouraging local artisans and representatives from local business and industry to participate in the training sessions.

In April, 1998, the EEP hosted more than forty CECATI faculty and administrators at a Spring Planning Conference in San Diego. The Planning Conference included faculty and administrative representatives from both institutions and served to: a) determine specific CECATI site needs, expectations and the availability of facilities, b) confirm summer, 1998, SDCCD faculty teaching assignments, travel arrangements, equipment needs and shipping requirements, c) clarify faculty, participant and CECATI outcome expectations and d) provide participants with the opportunity to meet and discuss the development of additional, related projects.

SDCCD faculty and project administrators conducted pre-program site visits at selected CECATI installations in April and May of 1998, specifically at CECATI sites that required specialized equipment and software. These site visits served to ensure smooth project operation and establish personal contacts between the CECATI personnel and EEP project leadership. At the same time, CECATI administrators and SEP officials were recruiting CECATI faculty and selected artisans, business and industry representatives to participate in the Summer, 1998, training programs.

During July and August of 1998, the SDCCD sent eleven SDCCD vocational education faculty members to ten CECATI training sites in the five Mexican states of Guanajuato, Jalisco, Michoacán, Baja California Sur, and Oaxaca. More than 195 CECATI faculty members and other participants from all 32 states in Mexico attended the EEP classes and received certificates of completion from these intensive teacher-training programs in the following subjects:

- Computer Numeric Control (CNC)
- English As A Second Language
- Ceramics
- Electronics
- Automobile Maintenance
- Jewelry
- Carpentry
- Textiles
- Tourism
- Crafts/Metalsmithing.

During the program, site visits were conducted to observe and evaluate program activities, teacher performance and participant satisfaction. A number of SDCCD Board of Trustee members and administrators attended the graduation ceremonies in various locations throughout Mexico.

Detailed evaluation studies covering all aspects of program planning and implementation were

conducted by both the SDCCD, the CECATI and the SEP.

Evaluation results showed high levels of satisfaction from program participants and CECATI directors as well as SDCCD faculty and administrators. Evaluation results also provided important suggestions and directions for future program refinements, particularly in the areas of curriculum development and instructional methodology.

In keeping with EEP objectives to seek additional funding for program augmentation, proposal teams from both the SDCCD and the CECATI's submitted a Borderlands Workforce Development Project grant proposal to the American Association of Community Colleges (AACC) and USAID. A direct outgrowth of the EEP, the two-year Borderlands Workforce Development Project grant was awarded in October, 1998.

The Borderlands Project has brought together binational teams of faculty and industry representatives who are currently in the process of developing U.S. industry approved certification training programs, for delivery in Mexico, to certify entry-level technicians in welding and electronics.

In November, 1998, representatives from the CECATI, SEP and the SDCCD met in San Diego to review and evaluate the past year's project outcomes and discuss future EEP directions. Recommendations for future EEP directions included an increased emphasis on the use of electronic technology for program support and delivery, expanded business/industry involvement in training activities, the development of detailed curriculum packages for each of the courses offered and the expansion of efforts to develop international certification training programs in specific technical subject areas.

The steady growth and continued success of the 1998-99 EEP has led to increased demand for further program expansion. A proposal for expanded program operation will be submitted to the Ford Foundation of Mexico in February, 1999.

## INTRODUCTION

The origins of the Educators Exchange Program (EEP) predate both the North American Free Trade Agreement (NAFTA) and the emerging international marketplace demand for technically literate and globally competent workers.

The current EEP program reflects the spirit of NAFTA and is the latest in a series of steps toward improving binational cooperation, cultural understanding and economic development through quality education and workforce training programs. International economic development experts suggest that the rewards from NAFTA will be, in large part, due to small scale programs such as the EEP.

Experience gained and lessons learned from sixteen years of experience in conducting binational teacher exchange and technical assistance programs have resulted in continued program growth and improved program quality. The increasing scope and sophistication of the EEP is reflected in the following program report which summarizes program goals, outcomes, and financial activity as well as recommendations for future program directions.

### Partner Organizations

**The San Diego Community College District (SDCCD)** has provided education and training for the citizens of San Diego for nearly 80 years. Comprised of three two-year colleges and six Continuing Education Centers, the SDCCD serves more than 110,000 students per year. Approximately 60% of these students are enrolled in 85 technical and vocational credit, certificate and non-credit courses offered throughout the District. Located thirty miles from the Mexican border, SDCCD is committed to expanding existing ties with Mexico, in keeping with the National Free Trade Agreement (NAFTA) and with the District's developing Global and International Education Program.

The Mexican **Centros de Capacitación Tecnológica Industrial (CECATI)** is a large organization of 180 Mexican technical training institutes, located in all the states of Mexico. The CECATI seek to improve the economy of Mexico by linking business and industry with education. The Mexican CECATI are currently providing technical training to 300,000 students throughout Mexico. CECATI officials, administrators and faculty members are in the process of adding the latest electronic communications technology to their training programs.

The CECATI operate under the administrative direction of the **Subsecretary of Technological Education and Research, a branch of the Secretariat of Public Education (SEP)** for the Republic of Mexico.

### Prior Exchange Efforts

Efforts to establish exchange programs between the SDCCD and the CECATI began in 1979 and led to a series of activities that resulted in the signing of a December, 1991, agreement to organize cooperative technical training assistance and exchange programs. In November, 1993, the San Diego Community College District (SDCCD) and the Republic of Mexico formally entered into a training, technology and educational exchange pact.

This educational exchange pact agreement was signed in Tijuana by Chancellor Augustine P. Gallego and governing board president Maria Nieto Senour for the SDCCD and by the then-Secretario de Educación Pública of México, Ernesto Zedillo. The agreement, made in the spirit of the North American Free Trade Agreement (NAFTA), was designed to improve economic development, cultural exchange and understanding between the U.S. and Mexico. The 1993 agreement also allows the SDCCD; a) to enter into contract education to add the latest technology to Mexico's training programs, and b) to conduct exchange programs with any of the 180 CECATI vocational training centers located throughout the Republic of Mexico.

The first project completed under this agreement, was the original, 1993-94, EEP which focused on the selection of four highly recognized SDCCD faculty members in various vocational and technical training areas who worked with CECATI faculty members at the CECATI facilities in the state of Guanajuato, México, during the summer of 1994. Refunded and expanded in 1995, the second EEP program sent six SDCCD faculty members to Guanajuato and hosted a number of CECATI faculty and administrators from the Borderland areas of Tecate, Mexicali, Tijuana and Ensenada. The 1995-96 EEP also included a Spring, 1996, visit from CECTI instructors and administrators as well as SEP officials and marked the beginning of formalized yearly program planning sessions.

As envisioned in the EEP's long-range plans, increased contacts and linkages formed between the SDCCD, the CECATI and SEP have led to the development of other binational educational efforts such as the Borderlands Workforce Development Project. A direct outgrowth of the EEP, the new project was designed by faculty and administrator teams from the SDCCD, the SEP and borderland CECATI.

The Borderlands Workforce Development Project is a model curriculum development and faculty training effort that involves business leaders on both sides of the border in the design and evaluation of industry approved international certification training programs in welding and electronics. These courses will be taught by CECATI faculty to entry-level workers in U.S. owned businesses operating in Mexico as well as in Mexican firms using U.S. manufactured equipment.

Current plans to augment EEP activities and expand the SDCCD's workforce preparation efforts also include a developing International Micro Enterprise Project that will support small business development in the U.S. and Mexico.

## Current Global Training Needs

Leaders from the EEP partner organizations are committed to meeting the need for educational programs and services that will prepare their students for successful entry into the highly competitive global marketplace. Both the SDCCD and the CECATI are actively seeking to involve their faculty and administrators in programs and projects that will promote economic development, binational cooperation and cultural understanding.

Under the direction of Chancellor Augustine Gallego, the SDCCD has assumed a local, regional and state wide leadership role in Global and International Education. The SDCCD's long-term strategic planning efforts in this area have resulted in the development of a comprehensive Global Education Program that includes faculty and student exchange programs, technical assistance projects, language and area study courses, faculty/staff development activities and District wide efforts to infuse a global perspective across the curriculum.

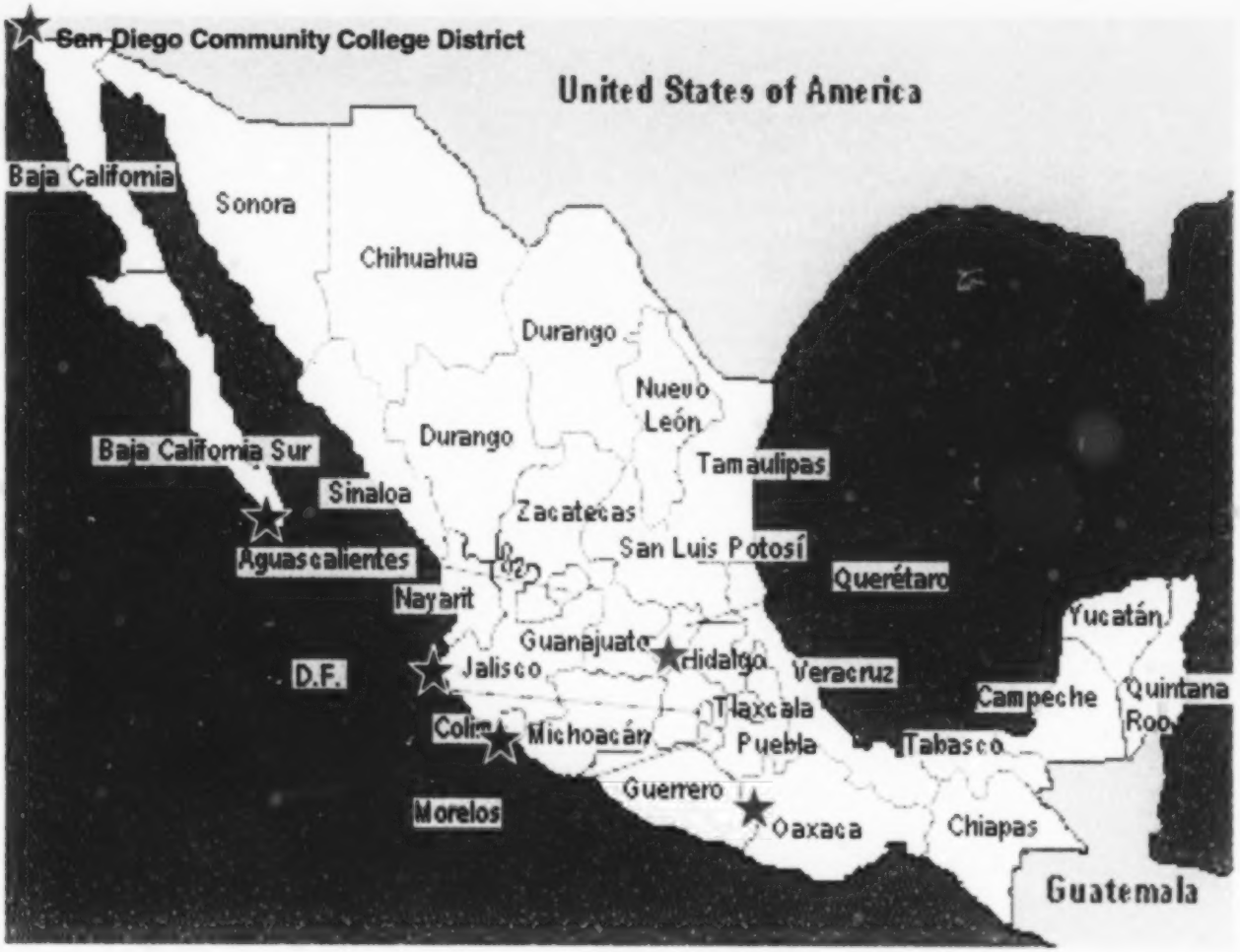
Under the leadership of Lic. Estelio Baltazar, the CECATI of Mexico have invested significant time, effort and financial resources to meet the training needs of their faculty and administrators. EEP-98 activities were supported by an investment of more than $229,000 from the Secretary of Public Education for the Republic of Mexico. (See Financial Report.)

## Emerging Global and International Education Trends

As evidenced by the progressive growth and development of the EEP, partner organizations are seeking to meet the educational needs of their students and provide for the in-service training needs of their faculty and staff. In keeping with current economic development and international education trends, EEP 1999-2000, will focus on the following activities:

- Development of professional certification courses in specific industry-related technical areas.
- Increased faculty, staff and administration participation in EEP related activities.
- Increased student exchange activities, to include the development of articulated college credit offerings.
- Increased use of technology for providing administrative support and instructional delivery.
- Participation in the development of regional training centers to provide low-cost, year-round training options with access to distance education facilities.
- Expansion of relationships with business, industry, professional associations and community based organizations in both Mexico and the U.S.
- Development of demonstration projects that address immigration issues and help to stem the tide of immigration through economic development and workforce preparation.

The map below, shows the location of CECATI sites that hosted EEP-98 summer training programs.

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# THE EDUCATORS EXCHANGE PROGRAM – 1998-99

## Goals

The Educators Exchange Program (EEP) was originally designed to **promote binational cooperation, cultural understanding and economic development through faculty exchange and technical assistance programs.** During the last six years of program operation, the initial goals have produced many successful outcomes. These outcomes have been incorporated into general program goals for all partner institutions and include the following.

- *Provide SDCCD and CECATI faculty, staff and administrators with the opportunity to participate in relevant international education faculty exchange and development activities.*
- *Increase the quantity and quality of vocational education curriculum and instructional materials appropriate for delivery to CECTI faculty teaching in México.*
- *Expand existing collaborations with partner organizations, educational institutions, business, industry and community contacts in the U.S. and in México, in order to leverage resources and ensure future program growth and development.*
- *Increase skills and experience in developing and implementing successful global and international faculty exchange and technical assistance programs.*
- *Provide a model for other, similar, faculty exchange and technical assistance programs.*
- *Utilize experiences gained and lessons learned from EEP delivery and operation to infuse global perspectives across the curriculum of participating educational institutions.*

Specific CECATI and SEP program goals for EEP-1998 were to:

- *Provide training opportunities to CECATI faculty in ten technical education areas.*
- *Expand current program offerings and increase program scope to a national level.*
- *Increase program focus on local handicrafts and assist in the training of communities of artisans by providing demonstrations and instruction in the use of new tools and technology in response to labor demand.*
- *Offer certification training in Electronics in order to improve the academic level of CECATI instructors in accord with national and international marketplace needs.*

## Objectives/Activities/Outcomes

The following EEP-1998 procedural objectives provided the structure for project operation and related activities as well as for the overall evaluation of EEP-1998 outcomes. Objectives are listed below with brief descriptions of activities and outcomes. *(Detailed evaluation studies describing participant learning gains and individual course results, from multiple perspectives, see page 17 of this report.)*

**1.0 Send thirteen SDCCD vocational education faculty members to various CECATI sites in Mexico to deliver month long, (120 hour), instructor training classes during the summer of 1998.**

***Activities:*** Due to funding restrictions, the number of faculty members sent to Mexico during EEP-98 was reduced. SDCCD faculty and CECATI participant selection and program orientation activities resulted in eleven District instructors being sent to ten CECATI sites during the Summer of 1998. SDCCD faculty delivered teacher training courses in Level I Electronics Certification, Automobile Maintenance, Textiles, Tourism, Carpentry, Ceramics, Computer Numeric Control, Copper Enameling, English as a Second Language and Jewelry Making to more than 195 CECATI faculty members and other selected participants.

***Outcomes:*** The increased size and scope of the EEP-98 program presented many new challenges

to program administrators and coordinators in both the U.S. and in Mexico. In the process of meeting these new challenges, and overcoming various obstacles, partner organizations gained valuable new experience and expertise in planning, implementing and evaluating international technical assistance and teacher exchange programs.

By expanding the EEP-98 to a national level and offering training programs in several states of Mexico, CECATI administrators and SEP officials were able to increase program visibility and access to technical training opportunities for their faculty and selected workforce partners. In addition, the expanded size and increasing diversity of course offerings in the EEP-98 project has attracted growing attention from District faculty who are increasingly interested in participating in this, and other, global and international education technical assistance and faculty exchange programs.

**2.0 Expand existing curriculum and develop new instructional materials for the EEP in the following areas.**

***Activities:*** Extensive educational materials were developed for all the EEP-98 courses. The curriculum was expanded for previously taught courses such as: Computer Numeric Control, Textiles, and English as a Second Language. New curriculum and instructional materials were developed for Level I Electronics Certification, Automobile Maintenance, Tourism, Carpentry, Ceramics, Copper Enameling, and Jewelry making.

***Outcomes:*** District instructors and CECATI participants have gathered and exchanged a significant amount of curriculum, educational information, instructional resources and donated equipment which can be utilized for future EEP training courses. However, EEP-98 evaluation studies indicate a need to formalize the development of EEP instructional materials into comprehensive instructional manuals. Development of these instructional manuals will be a goal of future EEP efforts.

**3.0 Provide opportunities for 30+ CECATI faculty members from nearby Borderland sites in Tijuana, Tecate, Mexicali and Ensenada to visit and observe SDCCD training programs during Winter, 1998 and Spring, 1999.**

***Activities:*** CECATI and SDCCD faculty members and administrators met in a special planning session during the Spring, 1998, Planning Conference to discuss the need for binational certification training programs, particularly in technical areas with industry required competency standards. Efforts to locate adequate funding resources for this project led to the formation of a task force to prepare a grant proposal for submission to the American Association of Community Colleges and USAID.

***Outcomes:*** The curriculum development and instructor training grant proposal was submitted and awarded two-year funding for $50,000 in October, 1998. SDCCD and CECATI faculty and administrators are currently working with U.S. and Mexican business and industry representatives on the development of bilingual certification training programs for entry-level electronics and welding technicians. Upon professional industry certification, CECATI instructors will deliver these programs to potential workers in Mexico's growing electronic and welding industries.

**4.0 Conduct on-going program evaluation of all program components. Design, develop and submit final program report to include "lessons learned" and future recommendations.**

***Activities:*** Given the expansion of EEP-98 program size and scope, electronic technology assumed an increasingly important role in program planning, implementation, and evaluation. Internet E-mail and Fax were regularly used during EEP-98 to aid in communication and facilitate the exchange of administrative and logistical information. In addition, computer technology was widely used in the delivery of educational programs; specifically in Computer Numeric Control, Automobile Maintenance, Electronics, and Travel/Tourism.

***Outcomes:*** Planning, implementation and evaluation activities were significantly improved by the use of cost-effective electronic technology which will play an increasingly important role in the development of future EEP programs. An SDCCD Global Education Website, to include information about EEP activities, is currently under construction. In addition, program leaders at the partner institutions are investigating the possibility of supporting EEP planning efforts with teleconferencing and considering the potential for developing distance education courses.

## Site Visit Outcomes

Visits to selected CECATI sites were conducted prior to, and during, EEP-98 program operation. These site visits were particularly important to ensure successful program operation. Pre-site visits were conducted to assess equipment needs, inspect instructional facilities and collect program evaluation data. Visits were also made to CECATI sites during program operation. These visits allowed EEP-98 officials to observe and evaluate activities, resolve minor instructional, technical and equipment problems and make appropriate "in process" adjustments to program content and delivery schedules.

In addition, District officials made efforts to attend graduation ceremonies at the various CECATIs. This allowed SDCCD and CECATI leadership the opportunity to review and evaluate program outcomes and was viewed as an important activity by all of the project partners.

## PROJECT LEADERSHIP AND COORDINATION

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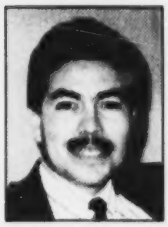

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## PROGRAM EVALUATION SUMMARY

The Educators Exchange Program partners conducted evaluation studies of the Summer, 1998, training programs. Multiple evaluation measures and instruments were used in these studies which were conducted both in Mexico and in the U.S.

### Accomplishments

Overall evaluation results of the Summer EEP-98 were excellent. Program activities met program goals, fulfilled expectations and left all of the partner organizations with new accomplishments, new ideas and new directions for future activities. The SDCCD, the CECATI and the SEP reported many accomplishments which exceeded program expectations.

For the SDCCD, increased attention to program pre-planning and coordination, including pre-program site visits and follow-up evaluation studies, resulted in smoother program operation and higher level of instructor and participant satisfaction. The SDCCD's gains included increased ability to conduct complex international education and teacher exchange programs. In addition, all District faculty involved in EEP-98 reported increased language skills and higher levels of cultural understanding.

For the CECATI and the SEP, the inclusion of local artisans and business/industry representatives as participants in the training courses led to closer linkages between the CECATI, their business partners and the needs of the local work force. The expanded program scope increased educational access for CECATI instructors and led to increased contact and communication among CECATI faculty from sites throughout the Republic of Mexico.

The success of the Electronics class, in which twenty-three CECATI instructors received English language Level I Electronics certification was a notable example of program results that exceeded expectations. Another example of programs that exceeded expectations was the Ceramics class which was well attended and received high praise from industry representatives and local artisans.

Combined evaluations conducted by both the SDCCD and the SEP/CECATI covered multiple aspects of the EEP-98 Summer program, from both U.S. and Mexican perspectives. (See Section 6, Evaluation Study). The instruments used for program evaluation included direct observation and interviews with all those involved in the program (state CECATI coordinators, CECATI directors, and CECATI training directors as well as SDCCD faculty and administrators) plus questionnaires distributed to all course participants and instructors.

### Evaluation Results

#### Program Planning

The increased size and scope of the EEP-1998 presented substantial logistic challenges and required additional program planning efforts on the part of all program partners. Instructional areas selected by SDCCD and CECATI leaders in Mexico City were based on workforce needs, number of CECATI faculty currently teaching in the subject area and SDCCD instructor availability. Evaluation of activities conducted during the Spring Planning Conference were positive; however, it was noted that visiting instructors requested more time to observe individual programs and classes. Also, increased translation services are required to facilitate successful inter-group communication.

#### Program Participants

In order to ensure national involvement in the EEP-98, 195 participating CECATI faculty members were selected from all states in the Republic of Mexico, not solely on the basis of their academic qualifications. In addition, local artisans and business/industry representatives were invited to participate in the training programs. This resulted in a wide diversity of

educational levels and technical expertise among the participants which placed special instructional demands on the course instructor. Several SDCCD faculty members requested more complete profiles of participants prior to the opening of courses.

**Program Content**
While the quality of course content received generally high ratings, suggestions from both the CECATI and the SDCCD underscored the need for instructor flexibility in adjusting training materials to meet the diverse needs and abilities of the participants. Emphasizing team work among participants and utilizing team coaches proved to be successful instructional strategies. Participants also expressed a need for more hands-on practice in applying classroom theory. Field trips, visits to industry and other non-classroom learning experiences received enthusiastic response from participants.

Evaluation from CECATI and SEP officials called for the development of modular instructional manuals. These requested manuals, to contain precise course descriptions, specific course objectives, topic outlines, assessment instruments, bibliographies, examples and detailed instructional materials, would be used for course study and subsequent review.

The need for more review of current training session content and instructional materials before moving on to new material was frequently mentioned by participants. Both CECATI participants and SDCCD instructors noted the vital importance of employing competent translators with appropriate knowledge of technical terminology to ensure successful teaching and participant learning experiences.

**Instructional Delivery**
SDCCD instructors were well received by the CECATI participants and administrators. They gained excellent ratings for their technical knowledge, motivation, willingness to share their expertise and information. Participant survey results point to the need to check frequently for learning and comprehension gains and increased attention to developing solutions for work related problems.

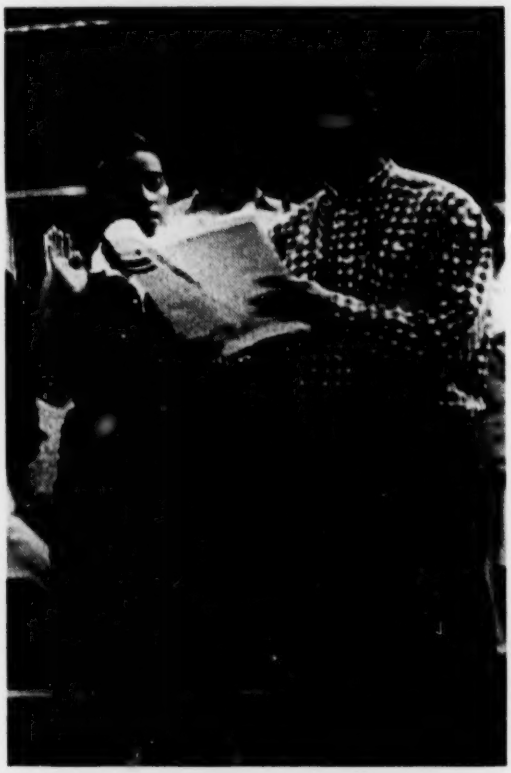
**Administrative Support and Logistical Assistance**
Program coordination, organization, administrative support and logistical assistance was highly rated by all project partners. Pre-program site visits were described as "very helpful" for establishing contact between partner institutions and laying the ground work for successful program operation. Site visits and evaluations conducted by SDCCD program administrators during course operation proved to be important for securing additional materials needed, making adjustments in course coordination and planning future program offerings.

It was noted that graduation ceremonies were not well attended by District representatives and that more participation on the part of SDCCD officials and Board of Trustee members would be appreciated and appropriate.

Some logistical problems were encountered in the shipping of instructional materials and U.S. donated equipment. It is hoped that these difficulties may be resolved in the future by making other shipping arrangements. Hotel accommodations and food service also presented minor problems in some areas. A few of the SDCCD instructors noted minor difficulties with the availability of needed supplies and equipment.

## Recommendations for Future EEP Programs

- Continue to include local artisans and business/industry representatives in EEP training programs, taking into account that this may result in diverse levels of skill and technical knowledge among participants.
- Increase clarity of pre-program communication among partner organizations in regard to participant profiles, specific course content, expected learning outcomes, and the availability of instructional supplies and materials.
- Continue and increase EEP focus on the development of certification programs in electronics and other technical areas that require specific industry mandated training/testing.
- Develop modular instructional manuals, to include course goals, objectives, topic outlines, educational materials, evaluation instruments and bibliography for each course prior to instructor departure.
- Revise SDCCD instructor recruitment process and include faculty orientation sessions on how to facilitate effective teacher training programs in other countries.
- Encourage field trips, visits to industrial sites and interaction with local business and industry representatives to provide hands-on practice and relevant work-related problem solving experience.
- Continue to monitor the effectiveness and technical knowledge of translators.
- Hold courses at sites near cities with adequate hotel accommodations.
- Revise shipping procedures, particularly for the transport of donated materials.
- Continue to conduct both SDCCD and CECATI program evaluation studies, with increased attention to the coordination of evaluation criteria.
- Consider sending CECATI faculty members to work and study at SDCCD colleges and Continuing Education sites.
- Increase the involvement of SDCCD Board of Trustees members and other District officials in program activities such as pre-site visits and final graduation ceremonies.
- Consider offering two or three-week intensive English language immersion study courses for SEP officials and CECATI administrators.



## Financial Report

The 1998-99 Educators Exchange Program was funded by a grant of $87,000 from the Ford Foundation of Mexico and received substantial in-kind support from the SDCCD, the CECATI and SEP as well as from San Diego area business, industry and educational organizations.

### Budget Summary

The chart below illustrates program expenses.

| Category | Program Budget | SDCCD In-kind Match | CECATI Partner Match | Donations | Total Program Worth |
|---|---|---|---|---|---|
| Faculty Salaries and Benefits | $51,790 | | | | $ 51,790 |
| Faculty and Staff Travel and Evaluation | 14,515 | $2,000 | $192,941 | | 209,456 |
| Coordination and Clerical Support | 8,185 | 21,439 | | | 29,624 |
| Operating Expenses and Services | 5,775 | 8,433 | 3,193 | | 17,401 |
| Supplies and Materials | 6,735 | 5,000 | 33,800 | 19,197 | 64,732 |
| **Totals** | **$87,000** | **$36,872** | **$229,934** | **$19,197** | **$373,003** |

### SEP Expense Summary

The chart below illustrates financial support provided to the EEP-98

| Training | Travel & Per Diem | Materials | Follow-up | Total |
|---|---|---|---|---|
| CNC | $176,100 | $37,000 | $1,400 | $214,500 |
| ESL | 14,000 | 14,000 | 1,580 | 228,620 |
| Ceramics | 92,800 | 37,000 | 1,500 | 131,300 |
| Electronics | 312,700 | 37,000 | 4,880 | 354,580 |
| Auto | 135,760 | 34,000 | 4,880 | 174,640 |
| Jewelry | 173,160 | 37,000 | 4,490 | 214,650 |
| Textiles | 137,130 | 34,000 | 1,310 | 172,440 |
| Carpentry | 200,880 | 37,000 | 1,390 | 239,270 |
| Tourism | 313,440 | 37,000 | 5,620 | 356,060 |
| Crafts | 174,400 | 34,000 | 4,880 | 213,280 |
| **Total (Pesos)** | **$1,929,410** | **$338,000** | **$31,930** | **$2,299,340** |
| **Total (US Dollars)** | **$192,941** | **$33,800** | **$3,193** | **$229,934** |

## Listing of Donations

The chart below illustrates donations to the EEP-98 program.

| Training Area | Source | Item | Amount |
|---|---|---|---|
| Electronics | Ken Wilson | Airfare | $277 |
| Electronics | Irma Wilson | Interpreter | 3,000 |
| Electronics | Ken Wilson | Airfare | 277 |
| Travel/Tourism | Del Mar Publishing<br>Katherine Hans | Books | 710 |
| Travel/Tourism | Aviva Travel<br>Víctor/Blanca Guerra | Training books/supplies | 575 |
| Ceramics | Y.C. Kim | 4 – Ceramic Books | 252 |
| Jewelry | Vcella Kilns<br>Phillip Strona | Kiln – Model #12 | 1,076 |
| Jewelry | Correen Kaufman | Equipment & supplies | 518 |
| Crafts | Twinoaks<br>Deborah Jemmott | Equipment & supplies | 2,727 |
| Crafts | Martha de los Cobos | Interpreter | 3,000 |
| Crafts | Martha de los Cobos | Airfare | 431 |
| ESL | Marina Vera | Instructional books/supplies | 400 |
| ESL | Gail Foreman | Instructional books/supplies | 100 |
| Carpentry | Cox Construction<br>Virginia Cox-Cantor | 20 – leather aprons | 440 |
| Carpentry | Glencoe, McGraw Hill<br>Brian Mackin | Text books & guides | 2,000 |
| Carpentry | Roel Construction<br>John Elliot | 20 – tape measures | 219 |
| Carpentry | Assoc. of Gen. Contractors<br>Leo Garcia | 20 – safety glasses | 50 |
| Automotive | Ray Quon | Equipment& supplies | 265 |
| Automotive | Toyota Motor Sales, U.S.A.<br>Steve Sweet | Name tags & caps | 215 |
| Automotive | Courtesy Chevrolet<br>Norman Erb | Caps | 50 |
| Automotive | Bob Baker Chevrolet<br>Hal Hutmacher | Technical handouts/ booklets | 5 |
| All | Aeromexpress<br>Ing. Alberto Gómez Obregón | 50% discount on airfreight fees | 610 |
| | | **Total** | **$19,197** |

## The Educators Exchange Program Evaluation Study, 1998-99

The most recent program--The Educators Exchange Program 1998 (EEP-98)-- is the focus of this evaluation report. Expanding on the two previous programs, additional courses were added; High Temperature Ceramics, Jewelry Making, Jewelry Enameling, Travel and Tourism, Carpentry, Automobile Maintenance, and Electronics.

This teacher exchange program represented a significant new step for both institutions. Lessons learned from the first cooperative programs were applied to the most recent endeavor. Based on the success of this effort as evidenced by participant and instructor and participant evaluations, the information and experience gained from this project will help to inform future collaborative exchange efforts with Mexico.

Increasingly, collaboration between the SDCCD and training entities in Mexico is becoming an integral part of the SDCCD's mission and educational services. This integration will benefit both institutions as we move into the next century with greater economic interdependence and cultural understanding. This evaluation is important because, as with the last three evaluations, it serves to inform future efforts and gives perspective on the success and efficacy of the exchange approach. Programmatic knowledge such as this is essential to the success of future international pacts.

In the spirit of NAFTA and greater economic integration to meet world demands for competitiveness, the technical assistance pacts between these two large institutions might be viewed as a model for other institutions to follow. This evaluation is intended to inform and guide the SDCCD's efforts to improve future joint programs. Therefore this evaluation takes a formative approach and philosophy. The purpose of this evaluation is to document and report educational and affective outcomes of participants. Much of what is learned from this initial endeavor can be applied to future exchanges.

### Participant Demographics

Some limited background information was obtained about the participants. These questions focused on gender, age, occupation, state of residence, educational history and attainment, and family background. These questions were also included to provide information requested by the funding organization regarding the backgrounds and characteristics of the participants served.

#### Gender, Age, and Disability Status

The participants consisted of 195 CECATI instructors who came to the program with diverse backgrounds comprising a variety of instructional and industrial experience. The participants ranged from 17 to 62 years of age. The average age was 39 years.

Overall, there were more male participants (69%) than female participants (31%). However, the ratio of male to female participants varied considerably across the ten classes. In the Wood Framing House Construction, Introduction to Computer Number Control (CAD/CAM), Automotive, and Electronics courses, all of the participants were male. In the High Temperature Ceramics course about 80% of the participants were male. Conversely, in the Textiles class, 90% of the participants were female. In the ESL and Jewelry Enamel courses about 75% of the participants were female. There was a wider range of gender diversity in the Jewelry Making and Tourism courses with the

percent ratio of male to female participants reaching 36% to 64% and 55% to 45%, respectively. Three of the participants had either a physical or learning disability.

**Purpose for Enrolling in the Course**

Consistent with the goals of the program, the primary reason individuals enrolled in the courses was to improve their ability to perform at their present job. Approximately 75% of the participants expressed a desire to sharpen their skills in order to excel in their current job. Their quest for improvement suggests that these participants are a highly motivated group of individuals committed to quality training and instruction at their respective CECATI sites.

**Pre- and Post-Course Language Proficiency**

A primary goal of the Ford grant was to improve participants' understanding of technical terms and overall proficiency in English. To assess this goal, participants were asked to rate their own English language skills before and after the course. The participants reported impressive improvements. Even in courses where translation into English was often, or sometimes, not available, the respondents generally stated that their English skills had improved substantially.

Before the course, most of the participants reported "fair" English proficiency (68.6%) and far fewer participants reported "good" and "excellent" English proficiency (22.9% and 8.5%, respectively). After the course, participants stated that their English proficiency had improved substantially and there is a clear shift away from fair towards good and excellent responses. In the post-course evaluation, fewer participants indicated "fair" (25%), the majority of the participants specified "good" (54.8%), and more participants indicated "excellent" proficiency (20.2%) compared to pre-course responses. This suggests a significant improvement in English language skills by participants. Thus a major goal of the exchange was achieved.

**Mexican State of Origin**

The participants were as diverse in their state of origin as they were demographically. The majority of the participants (68.7%) came from the central states of Mexico: 17.4% came from the State of Guanajuato, 13.4% from Michoacán, 10.4% from Jalisco, 10.0% from the Federal District of Mexico, 7.5% from Oaxaca, and 10.0% from various central states (Colima, Queretaro, Guerrero, Hidalgo, Morelos, Puebla, Tlaxcala, and Veracruz). Other participants (15.4%) traveled from the northern states of Aguascalientes, Coahuila, Durango, Nayarit, Nuevo Leon, San Luis Potosi, Sinaloa, Sonora, and Zacatecas. Some resided in Baja California (9%) and still others from the most southern states of Mexico on the Yucatan Peninsula (7%), the states of Chiapas, Quintana Roo, Yucatan, and Tabasco.

These participants traveled from all over Mexico to attend class. Many were so highly motivated that they would commute a distance of several hundred miles, at the beginning of the week to attend class and at the end of the week to return home. Some exceptionally motivated participants temporarily relocated several thousand miles to participate in EEP-98 activities.

**Highest Degree of Certificate Earned**

Generally, the participants had completed higher levels of education compared to the average person from the republic of Mexico (UNESCO, 1991). This finding was expected because the participants were instructors themselves, often with several years of training and industrial experience.

**Years of Education Completed**

Participants indicated that they had completed between 4 to 30 years of education. The mean years of education completed was 14.13 (standard deviation = 3.75 years; mode = 12 years). For the number of years of education completed, measures of central tendency (mean, median, and mode) were consistent.

**Father's Occupation**

As part of background socio-economic data, participants were asked to indicate their fathers' occupational status. The five most common occupational categories specified by the participants were craftsman (17.4%), farmer (16.8%), business proprietor (15.4%), professional (12.8%), and technical tradesman (12.8%). However, 20.1% of the participants responded "other." These responses were not categorized in this study.

## Participant Perceptions

For the purpose of program improvement, participants were requested to indicate their level of agreement or to provide a qualitative judgment on various aspects of the course. Participants were instructed, both orally and in writing, to be critically honest. They were reminded that the questionnaire is anonymous and that their answers are confidential. These important points were reiterated by the evaluator, the CECATI officials who assisted in the evaluation process, and the SDCCD instructors.

**Instructors and Instructors' Teaching Practices**

***Explained Course Materials Well***

The participants expressed overwhelming satisfaction with the manner in which the instructors explained the course material. Ninety-six percent of the participants agreed that the instructors presented the course materials clearly.

***Treated Participants with Respect***

The vast majority of participants indicated that their instructor treated them with respect and courtesy. Across the ten classes, 98% of the participants strongly agreed or agreed with this survey question. A major focus of the Ford grant and EEP program was to foster cultural awareness and respect. In accordance with these goals, the participants' views toward their instructors regarding this aspect of the program were highly favorable. It appears that another major goal of the program was thus achieved.

***Motivated Participants to Learn***

The participants were very pleased with the motivational ability of the instructor in inspiring participants to learn. Whether the participant had a clear understanding of course concepts or not, there was overwhelming agreement that the SDCCD instructors were motivating. Approximately 96% of the respondents strongly agreed or agreed with this survey question.

***Clarified Course Objectives***

From the beginning, the instructors specified the course requirements and objectives to the participants. The participants affirmed this practice; overall, 88% of the participants expressed satisfaction with the manner in which instructors clarified the requirements and objectives of the course.

***Exhibited Strong Organizational Skills***

Generally, participants praised their instructor's organizational skills in the classroom. Over 92% of the respondents agreed that their instructor exemplified this characteristic .

***Showed Interest and Enthusiasm***

Approximately 99% of the participants either strongly agreed or agreed, that their instructor exhibited high interest and

enthusiasm in conducting the course. These exceptionally high participant ratings illustrate the instructors' dedication to their participants, to the program, and to their field of expertise.

***Encouraged Class Participation***

Ninety-six percent of the participants agreed that their instructor created and fostered a classroom environment where they felt encouraged to participate and ask questions.

***Provided Clear and Complete Answers to Questions***

Approximately 96% of the participants reported that their instructor clearly and thoroughly answered their questions. Despite language differences between the participants and the instructors, the participants almost unanimously expressed that their instructor gave them satisfactory responses and clarified course concepts. These results demonstrate the resolute commitment that both the instructors and participants have made to the course and to the learning process.

***Used Examples and Illustrations***

Over 95% of the participants reported that their instructor used examples and illustrations to facilitate the comprehension of new concepts and ideas. In two of the ten classes, all participants agreed or strongly agreed that the instructor used concrete, relevant examples and illustrations in communicating course content and objectives.

***Provided Clear Summaries of Course Content***

The instructors summarized course concepts to emphasize main points or ideas. Over 90% of the participants (91.5%) agreed that their instructor practiced this teaching technique.

***Gave Specific and Useful Feedback***

Generally, the participants stated that their instructor offered them specific and useful comments to improve their work. The availability of a translator varied the results slightly, but overall participants (82%) felt that the instructor's feedback was satisfactory and aided them to attain better performance.

***Presented Concepts in a Clear and Logical Manner***

The vast majority of the participants (93%) stated that their instructor presented the concepts in a manner that was easy to follow and to comprehend. Congruent with participant ratings previously stated, this positive evaluation illustrates the high teaching quality and professionalism demonstrated by the SDCCD instructors.

***Participants Acquired Useful Knowledge***

This evaluation question is of particular value in assessing the impact of the EEP-98 project. To the extent that participants indicate they acquire useful knowledge that they can use to train other participants, then the program is that much more of a success. Overwhelmingly, the participants attested to the applicability of the material presented in the course. Approximately 96% of the participants agreed that they had acquired valuable information and skills. The participants' positive evaluation of the personal worth of the course reiterates the high regard participants held for the instructors and the course overall.

***The Course Met Important Aspects of Participants' Training Needs***

Specifically, the information and skills gained by the participants had directly fulfilled their training needs and expectations for the course. The majority of the participants (87%) affirmed their training requirements were fulfilled.

**Course Content**

***Content Expectations***

The participants (87%) indicated that the content of the course met their expectations. This positive evaluation reinforces the participants' overall satisfaction with the course and successful achievement of the goals originally defined by the Ford grant, the EEP program, and the participants.

***Printed Materials***

Even though most of the handouts and prepared materials were in English, 92% of the participants were pleased with the clarity and accessibility of the printed materials.

***Training Applicability***

The courses were carefully selected to meet specific training needs of the participants. Thus, one of the key constructs to be assessed in the evaluation was the courses' direct usefulness to the participants' current work and career. The majority of the participants (95%) agreed the training they received was pertinent and applicable. The participants clearly expressed that this program goal was met.

***Course Length***

There was somewhat less agreement that the courses were of sufficient length to meet training needs. Many participants would have liked the courses to have lasted longer. However due to budget constraints, programs were by necessity limited in length. Even so, over two-thirds (68%) of the participants reported that the length of the course was sufficient to meet their training needs.

**The Environment**

***Language Differences***

The availability of a skilled translator affected this participant evaluation of the program to some extent. Twenty-three percent of the respondents agreed that language differences were a hindrance to learning in the course. Translation was found to help tremendously.

***Cultural Differences***

Similarly, the availability of a skilled translator influenced the participants' perception about the affect of cultural differences on the understanding and the application of course materials. Sixteen percent of the participants felt that cultural differences hindered the learning of course materials.

***Equipment***

Overall, most of the participants expressed satisfaction with the availability of equipment to facilitate training. Approximately 85% of the participants either strongly agreed or agreed to this survey question.

**Course Impact**

***Participants' Ability to Teach and Train Others***

Another main goal of the program was to train the participants to become better instructors themselves. The participants affirmed that this goal was successfully achieved. Approximately 93% stated that the course has increased their ability to teach and train others.

***Participants' Ability to Prepare Others***

The participants stated that because they had completed the course they are better able to prepare others to met training and the technical requirements of work. The majority of the participants (92%) expressed that they are able to prepare their participants more effectively and efficiently to meet job demands.

**Overall Course Rating**

Consistent with the highly positive responses given by the participants throughout this report, 96% of the participants reported that, overall, the course was excellent or good. The high proportion of overall satisfaction is reflective of the general success of the program from the participant's point of view.

**Summary**

Participant perceptions of the value of the EEP-98 program were consistently high. The program this year encompassed many more training sites and locations than in previous years, evaluations were among the highest yet received in the four years of the program. Program logistics were much more complex and coordination of program activities a greater challenge than in years past; however, the quality of the instructional program was judged to be a resounding success. This is a testament to the quality of the SDCCD faculty, the receptiveness and flexibility of the participants, and the coordination efforts of SDCCD and CECATI staff in San Diego and Mexico City, and the local CECATI directors.

High marks were given for the usefulness and clarity of course content. Most felt that they had profited tremendously from their involvement in this program and that they would be better teachers upon return to their own CECATI site. Thus a major goal of the program, the improvement of the capacity of the CECATI institutions to deliver technical education in the republic of Mexico appears to have been met. Although the program is relatively small compared with the stated needs of CECATI officials for technical training, this evaluation suggests this approach works well, and is well received by participants.

# Participant Evaluation

**Educators Exchange Project**

**Participant Evaluation**

CECATI Ford Foundation SDCCD

Your opinions and feedback are important. Your responses and comments on this questionnaire will tell us whether this course met your needs and provided you with new skills and knowledge, and the ability to apply these new skills. The information you provide us can help us to improve our training and preparation of other participants. Be assured that your responses will remain confidential

Please take a few minutes to complete this questionnaire. For each of the questions, please circle the one response you feel best describes your opinion or belief.
Thank you.

**Course Title**:_____

**Instructor**:_____

**Location**:_____

## Background Questions

1. What is your age? _____

2. Are you **Male** or **Female** ? (Circle Correct Response)

3. What state of the Republic of Mexico are you from? _____

4A. Language proficiency **Before** the Course:

☐ Fair ☐ Good ☐ Excellent

4B. Language proficiency **After** the Course.

☐ Fair ☐ Good ☐ Excellent

5. Please circle the letter that best describes your reason for attending this course
   A. To prepare for employment in a new career.
   B. To prepare for job change or advancement in my same career.
   C. To improve my ability to perform at my present job.
   D. To improve my skills, but not necessarily for employment reasons.
   E. To achieve a purpose not listed above.

6. Please indicate the highest degree or certificate you have earned. _____

7. How many years of education have you completed? _____

8. Do you have a physical disability? ☐ Yes ☐ No

9. What best describes your Father's occupation?
   ☐ Professional
   ☐ Technical
   ☐ Craftsman
   ☐ Business Proprietor
   ☐ Clerical
   ☐ Sales
   ☐ Farming
   ☐ Manager
   ☐ Other: _____

| **Feedback About Your Instructor** | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 10. The instructor explains the course material well. | 1 | 2 | 3 | 4 | 5 |
| 11. The instructor treats the participants with respect and courtesy. | 1 | 2 | 3 | 4 | 5 |
| 12. The instructor encourages participants, including those experiencing difficulty. | 1 | 2 | 3 | 4 | 5 |
| 13. From the beginning, the instructor made the requirements and objectives of this course clear. | 1 | 2 | 3 | 4 | 5 |
| 14. The instructor consistently demonstrates strong organizational skills. | 1 | 2 | 3 | 4 | 5 |
| 15. The instructor shows interest and enthusiasm in conducting the course. | 1 | 2 | 3 | 4 | 5 |
| 16. In this class, I feel comfortable participating and asking questions. | 1 | 2 | 3 | 4 | 5 |
| 17. The instructor provided clear and complete answers to questions raised in class. | 1 | 2 | 3 | 4 | 5 |

| Feedback About Your Instructor | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 18. The instructor used examples and illustrations to teach the course that helped me to better understand new concepts and ideas. | 1 | 2 | 3 | 4 | 5 |
| 19. The instructor provided clear summaries of the course content. | 1 | 2 | 3 | 4 | 5 |
| 20. The instructor makes specific, useful comments about my work. | 1 | 2 | 3 | 4 | 5 |
| 21. The information in this class was presented in a clear, logical, and understandable manner. | 1 | 2 | 3 | 4 | 5 |
| 22. I acquired useful knowledge or skills. | 1 | 2 | 3 | 4 | 5 |
| 23. The topic of the course covers all aspects of required training. | 1 | 2 | 3 | 4 | 5 |

| Course Content | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 24. The information presented in this course met my expectations. | 1 | 2 | 3 | 4 | 5 |
| 25. Printed materials were clear and understandable. | 1 | 2 | 3 | 4 | 5 |
| 26. The training I received was directly applicable to my work and career. | 1 | 2 | 3 | 4 | 5 |
| 27. The length of the course was sufficient to meet training objectives. | 1 | 2 | 3 | 4 | 5 |

| Process and Environment | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 28. In general, language was not a barrier to understanding and applying course material. | 1 | 2 | 3 | 4 | 5 |
| 29. In general, cultural differences between myself and the instructor did not present any problems in understanding and applying course material. | 1 | 2 | 3 | 4 | 5 |

| Process and Environment | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 30. Necessary equipment was available. | 1 | 2 | 3 | 4 | 5 |
| 31. My ability to teach and train others will increase as a result of this class. | 1 | 2 | 3 | 4 | 5 |
| 32. After this course, I will be able to prepare participants more efficiently for their job requirements. | 1 | 2 | 3 | 4 | 5 |

| Overall Rating | Excellent | Good | Neutral | Poor | Very Poor |
|---|---|---|---|---|---|
| 33 Overall, I would rate this course as: | 1 | 2 | 3 | 4 | 5 |

## Comments

What are the best things about this course?

How can the course be improved?

What was the most valuable thing you learned?

What was the most difficult aspect of this course?

Additional comments you wish to provide?

## Instructor Evaluation

**Educators Exchange Project III**
**Summer, 1998**

**Instructor Evaluation**

SDCCD Ford Foundation CECATI

Your opinions and feedback are important. Your responses and comments on this questionnaire will tell us whether this course met the needs of your students and provided you with new skills and knowledge. Also, any comments or observations you can make on the local arrangements, logistics, transportation. materials, and instructional support will help us to make improvements in the program. Thank you.

1. What were your training objectives for the course?

2. Were you able to achieve your training objectives? Why or why not?

3. Was the length of the training program adequate to meet the course objectives? Provide any additional comments as necessary.

4. What could have or should have been done to improve the program from your perspective as a classroom instructor?

5. Please indicate you Spanish language proficiency before and after the course.

5a. Speaking skills BEFORE the course.

A. Excellent B. Good C. Fair D. Poor

5b. Speaking skills AFTER the course.

A. Excellent B. Good C. Fair D. Poor

5c. Writing skills BEFORE the course.

A. Excellent B. Good C. Fair D. Poor

5d. Writing skills AFTER the course.

A. Excellent B. Good C. Fair D. Poor

5e. Reading skills BEFORE the course.

A. Excellent B. Good C. Fair D. Poor

5f. Reading skills AFTER the course.

A. Excellent B. Good C. Fair D. Poor

5g. Comprehension (listening) skills BEFORE the course.

A. Excellent B. Good C. Fair D. Poor

5h. Comprehension (listening) skills AFTER the course.

A. Excellent B. Good C. Fair D. Poor

For the next three questions, please indicated your level of agreement with the following statements:

6. During my stay in Mexico, my knowledge of local customs and traditions improved substantially.

A. Strongly Agree B. Agree C. Neutral

7. During my stay in Mexico, my knowledge of education and training delivery systems in Mexico increased substantially.

A. Strongly Agree B. Agree C. Neutral

8. My knowledge of the issues and challenges that confront training delivery systems in Mexico increased substantially.

A. Strongly Agree B. Agree C. Neutral

9. Did you have problems obtaining necessary equipment, supplies, tools, or other instructional materials? What could be done to improve the readiness and availability of instructional materials? What could be done to improve the readiness and availability of instructional materials?

10. Please describe how your participation in this program has improved your effectiveness as a classroom instructor here in the United States?

11. What tangible benefits or outcomes do you see for your community college here in the United States as a result of this program and your participation?

12. How will your participation in this program facilitate the integration of global educational concepts into your courses here in the United States?

13. For instructors that participated in prior years, have there been notable improvements in the program from a logistical and coordination standpoint?

14. Please tell us any other ideas or suggestions you might have that would help the Educator Exchange Program to be more successful in providing technical assistance to education and training providers in Mexico?

15. Please tell us any other ideas or suggestions you might have that would assist in the integration of global educational concepts and perspectives into the community college curriculum.

16. Describe other activities you did while in Mexico such as visiting with students, touring factories or other schools, or attending cultural events. How will this knowledge help you in your classroom instruction here in the United States?

17. Would you participate again? Please provide additional comments as to why or why not and any other observations about how to improve the program.

Course Title_____

Instructor's Name_____

Location of Training in Mexico_____

Thank you for completing the survey. If you conducted any kind of informal classroom based research such as pre-post tests of course content, please forward your data to me so I can analyze it and put into our evaluation report. Thank you again for your help.

Bill Armstrong
San Diego Community College District
Research and Planning

## Responses to the Instructor Evaluation

**1. What were your training objectives for the course?**

**Electronics, Ken Wilson:**

A. Provide two certifications: NARTE (3rd class radio and telecommunications technician) and CET (Certified Electronic Technician).
B. Provide project based instruction
C. Teach digital television

**Jewelry Making, Deborah Jemmott:**

To train the students in the current jewelry making techniques using current tools and supplies.

**Textiles and Tailoring Techniques, Rosa M. Shook:**

To teach the basic skills in the area of tailoring.

**English as a Second Language, Marina Zamora Vera:**

To present teaching techniques and learning styles:
A. ESL modules
B. Cooperative skills
C. Format
D. Myers-Briggs Personality Inventory

**Wood Framing House Construction, Paul S. Cecil:**

Teach students how to wood frame a house and explain all components of framing including codes and safety conditions.

**Automotive Maintenance, Ray Quon:**

Training in current automotive technology using PowerPoint in the training. Translating English to Spanish in PowerPoint.

**Tourism and Travel Agencies, Victor Guerra:**

My part in this course was to teach reservations, fares, and ticketing. Domestic and international.

**Tourism, Blanca Aguilar-Guerra:**

Excellence in service, because tourism is a service field.

**Jewelry Enameling, Correen Kaufman:**

To teach enamel and related metal work, most specifically, the techniques of champleve, cloisonne, bastaille, and plique-a-jour.

**2. Were you able to achieve your training objectives? Why or why not?**

**Electronics, Ken Wilson:**
Yes, 18 of 30 students passed the NARTE. Results are not in for the CET. Students built a micro-trainer which could be added to in later classes. The latest state-of-the-art digital television concepts were provided.

**Jewelry Making, Deborah Jemmott:**
Yes, I brought the tools and supplies I needed with me and the students were eager to learn.

**Textiles and Tailoring Techniques, Rosa M. Shook:**
Yes, I was able to complete the program's goals according to the schedule. The materials, the supplies, and the equipment were adequate for the task.

**English as a Second Language, Marina Zamora Vera:**
All the training objectives were achieved due to the teamwork and effort of the students, instructor, and the CECATI director, and the rest of the staff from San Diego and Mexico.

**High-Temperature Ceramics, Yoon Chong Kim:**
Yes, I was able to do 95% of my objectives mainly due to the small electric kiln I brought which can reach high temperatures within a few hours. We were able to test many local clays and materials and make a decision how we use them in clay and glaze formulas. I also showed many surface decoration and firing techniques that can be incorporated with their products.

I don't know how much of what we did can be applied to their near future. Less than 1/3 of my class were teachers from CECATI and many of them have no ceramic facilities. Two-thirds of my class were ceramic factory owners, many of them do not have a kiln that can go up to high temperatures nor available clay that can withstand higher temperature. If they were to use one of my formulas it would be more expensive to produce their products. I did some low-temperature clay and glaze formulations, too.

**Wood Framing House Construction, Paul S. Cecil:**
Yes, very much so.

**Automotive Maintenance, Ray Quon:**
Yes, I achieved my training objectives. I achieved my objectives with the help and support of the school and the District.

**Tourism and Travel Agencies, Victor Guerra:**
Yes, as a basic training.

**Tourism, Blanca Aguilar-Guerra:**
Yes, being able to show them the best of both worlds (USA and Mexico).

**CNC, John C. Bollinger:**
I was able to meet most of my training objectives, this was largely do to the amount of extra work that everyone helped supply.

Some of the equipment that was promised to be working upon our arrival was, in fact, not working and our promised support was not allowed to join us as had been promised. This caused a lot of extra work. I was not able to use the CNC machines because of the extra time the laboratory preparation required.

**Jewelry Enameling, Correen Kaufman:**
Yes, I had very good students. The support at CECATI #166 and from the program administrators at SDCCD was superb.

**3. Was the length of the training program adequate to meet the course objectives? Provide any additional comments as necessary.**

**Electronics, Ken Wilson:**
Yes.

**Jewelry Making, Deborah Jemmott:**
The length of time was fine- if we had more time, we would have covered more information. On three of the days, we worked late to be able to finish work.

**Textiles and Tailoring Techniques, Rosa M. Shook:**
Three weeks were sufficient to cover all the objectives of the course.

**English as a Second Language, Marina Zamora Vera:**
A total of 120 hours (eight hours a day for three weeks). The length of the program was adequate to meet the training objectives.

**High-Temperature Ceramics, Yoon Chong Kim:**
Yes, it was adequate. It could be shortened into three weeks, if we worked longer hours.

**Wood Framing House Construction, Paul S. Cecil:**
Yes.

**Automotive Maintenance, Ray Quon:**
The length of the training was adequate because the students were automotive instructors and all they needed was updating.

**Tourism and Travel Agencies, Victor Guerra:**
It was adequate for basic training, but more time would be required for a complete course.

**Tourism, Blanca Aguilar-Guerra:**
Yes, for a basic course. Naturally there is always need for continued training.

**CNC, John C. Bollinger:**
The overall length of time was sufficient. It would have been easier to have one more week with the students.

**Jewelry Enameling, Correen Kaufman:**
Yes, however, the intensive nature of the course and the technical nature of the material presented left me feeling that my students were stuffed to the point of overload. More time would have been nice, but not essential.

**4. What could have or should have been done to improve the program from your perspective as a classroom instructor?**

**Electronics, Ken Wilson:**
Better support from the United States was needed. It took too long for equipment to arrive.

**Jewelry Making, Deborah Jemmott:**
(1) I should speak Spanish.
(2) I should know ahead of time how many students have never done jewelry and how many are advanced and how advanced they are. I had four students with 20 to 30 years in the jewelry making field and eight who had never worked in metal before. If I had known that, I would have prepared differently.
(3) The equipment in the photos provided was never in the classroom (the large equipment) and I have no idea whose equipment they sent photos of!

**Textiles and Tailoring Techniques, Rosa M. Shook:**
The participants should have been better informed about the content of the course before they were selected to participate.

**English as a Second Language, Marina Zamora Vera:**
To have the Mexican Committee meet at the border to transport the materials so that we get the materials before the class starts.

**High-Temperature Ceramics, Yoon Chong Kim:**
I think that reading the evaluation of previous teachers who taught there would help to prepare better.

To understand the background of your students and what they really want and what they can utilize after the class. My emphasis of teaching high-fire ceramics was

more of a long-term project, even though that was the course they had requested me to teach.

**Automotive Maintenance, Ray Quon:**
More time to prepare for this training course before I had to go to Mexico.

**Tourism and Travel Agencies, Victor Guerra:**
I needed more instructional material.

**Tourism, Blanca Aguilar-Guerra:**
Since I am from the private sector, I probably needed more teaching materials (educational materials).

**CNC, John C. Bollinger:**
In the future, we must be assured that the things we are promised are in fact delivered. As stated in question 1, much work and many hours we required by all to make up for the lack of advance staff work that we were depending upon. During our first week that was designed for the setting up of equipment and installation of software, our workday probably averaged from 9:00 AM to 9:00 PM.

We were promised that a laboratory technician at CECATI 80 a week in advance of our arrival ensuring that the hardware was ready for us to install our software. This laboratory technician was to continue assistance through the entire course. When I arrived I found that the director from CECATI 89 would not let the laboratory technician go to CECATI 80, not only for the pre-course work but also for the entire exchange program. It took two days after we arrived to have this problem rectified, requiring the State Director's involvement.

One of the computers that was on loan to the school was secured with a password. No one could use the computer. It took the Director of CECATI 80 many days and many telephone calls to finally convince the computer owners to give us the required code.

Even though we were promised that the network would be up and running upon our arrival, there wasn't even enough electrical outlets to plug them into. Because of this we had to move the computers to the power source for installation and then carry them back to their station position. The technicians from Mexico City had to have known this when they brought the computers in originally. If they would have notified the Director of CECATI 80, this would not have been a problem.

We were promised a working CD-Rom on our file server to install the required software. The CD-Rom did not work at all. We never did get it working. If I hadn't spent the many extra hours in San Diego preparing for this possible problem, we would have had to cancel our program until we had the problem solved. Not having a working CD-ROM caused us to waste a great deal of time and energy.

**Jewelry Enameling, Correen Kaufman:**
The tools and materials arrived right before class began. If I could have spent the previous weekend setting up, I would have been less rushed at the end.

## 5. Please indicate you Spanish language proficiency before and after the course.

| Instructor | Speaking Skills | | Writing Skills | | Reading Skills | | Comprehension | |
|---|---|---|---|---|---|---|---|---|
| | *Before* | *After* | *Before* | *After* | *Before* | *After* | *Before* | *After* |
| Hi. Temp. Ceram., Y. C. Kim | Poor | Fair | Poor | Fair | Poor | Fair | Poor | Fair |
| Wood Framing, P. S. Cecil | Poor | Fair | Poor | Poor | Poor | Poor | Poor | Poor |
| ESL, M. Z. Vera | Good | Good | Good | Good | Good | Good | Good | Good |
| Tourism, B. Guerra | Excellent | Excellent | Excellent | Excellent | Excellent | Excellent | Excellent | Excellent |
| Tourism, V. Guerra | Excellent | Excellent | Excellent | Excellent | Excellent | Excellent | Excellent | Excellent |
| Automotive, Ray Quon | Poor | Fair | Poor | Poor | Poor | Poor | Poor | Fair |
| CNC, J. C. Bollinger | Poor | Poor | Poor | Poor | Poor | Poor | Poor | Poor |
| Jewelry Enamel, C. Kaufman | Poor | Good | Poor | Good | Poor | Good | Poor | Good |
| Electronics, K. Wilson | Poor | Fair | Poor | Good | Poor | Good | Poor | Fair |
| Jewelry Making, D. Jemmott | None | Poor | None | None | None | Poor | Poor | Fair |
| Textiles, R. M. Shook | Good | Good | Good | Good | Good | Good | Good | Good |

**Knowledge of Mexican customs, traditions, and training delivery systems:**

| Instructor | Question 6: My knowledge of local customs and traditions has improved substantially: | Question 7: My knowledge of training delivery systems in Mexico has increased substantially: | Question 8: My knowledge of issues and challenges confronting training delivery systems in Mexico has increased substantially: |
|---|---|---|---|
| Hi. Temp. Ceram., Y. C. Yoon | Agree | Agree | Agree |
| Wood Framing, P. S. Cecil | Agree | Strongly Agree | Strongly Agree |
| ESL, M. Z. Vera | Strongly Agree | Strongly Agree | Strongly Agree |
| Tourism, B. Guerra | Strongly Agree | Strongly Agree | Strongly Agree |
| Tourism, V. Guerra | Strongly Agree | Strongly Agree | Strongly Agree |
| Automotive, Ray Quon | Strongly Agree | Agree | Strongly Agree |
| CNC, J. C. Bollinger | Agree | Agree | Agree |
| Jewelry Enamel, C. Kaufman | Strongly Agree | Strongly Agree | Strongly Agree |
| Electronics, K. Wilson | Strongly Agree | Strongly Agree | Strongly Agree |
| Jewelry Making, D. Jemmott | Strongly Agree | Agree | Strongly Agree |
| Textiles, R. M. Shook | Strongly Agree | Agree | Agree |

**9. Did you have problems obtaining necessary equipment, supplies, tools, or other instructional materials? What could be done to improve the readiness and availability of instructional materials? What could be done to improve the readiness and availability of instructional materials?**

**Electronics, Ken Wilson:**
Yes! Good question.

**Jewelry Making, Deborah Jemmott:**
More accurate information as to what equipment is available. Much of the equipment was newly purchased for this class. I could have given input that could have helped spend some of the money more wisely. Once I was here and teaching, the people at the CECATI were helpful, cooperative and worked very hard to get everything I needed quickly.

**Textiles and Tailoring Techniques, Rosa M. Shook:**
Everything that was needed was provided in a timely manner.

**English as a Second Language, Marina Zamora Vera:**
Maybe leave five days earlier to prepare the classroom, materials, and arrange a contract with an outside company to make copies. The school's Xerox machine had a tendency to break.

**High-Temperature Ceramics, Yoon Chong Kim:**
CECATI should have been ready with all the available local clay and glaze materials. They sent me a list of materials ahead, but none of the available local clay lists were sent. I now have the names of local clay distributors.

When I requested the one ton of clay, the clay was not mixed with the water and aged. It was not the hand-building or throwing clay body that I expected, but casting clay which was almost impossible for me to use for my decoration and building technique. It took some time to test their clay and mix the clay body that I can use properly. I would like to see all the materials organized into different groups of containers.

**Wood Framing House Construction, Paul S. Cecil:**
No.

**Automotive Maintenance, Ray Quon:**
All necessary equipment, supplies, etc., should be sent to Mexico one month prior to our arrival date.

**Tourism and Travel Agencies, Victor Guerra:**
No problems at all. All the material was there on time.

**Tourism, Blanca Aguilar-Guerra:**
We sent most of our materials in advance so that the only thing lacking was direct connection with the airlines systems, but we managed.

**CNC, John C. Bollinger:**
I had no problem in this area, I took everything I needed with me.

I think that we were better prepared this time than the past two trips. I still got stuck in customs, but only for a short time. I think that due to Rafael Alvarez's excellent work this time went smoother than before.

**Jewelry Enameling, Correen Kaufman:**
Materials from the USA arrived late. Longer planning time and better communication with the site would have resulted in eliminating the few problems we had.

**10. Please describe how your participation in this program has improved your effectiveness as a classroom instructor here in the United States?**

**Electronics, Ken Wilson:**
I am more culturally aware. I try to select the best word for the subject, i.e., avoiding slang.

**Jewelry Making, Deborah Jemmott:**
I really enjoyed teaching 5 days a week 6 hours a day with the same students- we could get more involved with projects than my U.S. classes. I think it helped me focus on more involved projects. I have also seen new techniques and new ways of doing things that will make me a better teacher.

**Textiles and Tailoring Techniques, Rosa M. Shook:**
Working with a group of teachers has helped me to be prepared for the challenges of dealing with students who expect excellence in the instructional process.

**English as a Second Language, Marina Zamora Vera:**
I've come to appreciate all the training that I've received in the U. S. through this experience. I was able to understand some of their educational needs.

**Automotive Maintenance, Ray Quon:**
Have knowledge of my Spanish-speaking students learning abilities compared to my English-speaking students learning abilities.

**Tourism and Travel Agencies, Victor Guerra:**
I was able to work with different types of instructors and that helped me understand different points of view.

**Tourism, Blanca Aguilar-Guerra:**
This program enriched my knowledge of how lucky we are in the USA.

**Jewelry Enameling, Correen Kaufman:**
Because of the language difficulty, I found that I needed to clarify what I thought was already a "bare bones" technical delivery system. I found myself using the blackboard more for diagrams and written words that seemed to fix the techniques and concepts better in the students' minds.

**11. What tangible benefits or outcomes do you see for your community college here in the United States as a result of this program and your participation?**

**Electronics, Ken Wilson:**
Future classes

**Jewelry Making, Deborah Jemmott:**

I have more to offer my students, culturally and technically because of the experiences I've had here in Mexico. I have a better understanding of the culture in Oaxaca and how the art here relates to everyday life. I will be able to use this attitude toward art and jewelry making to be a better instructor. And the people here think the San Diego Community College system is the best in the whole world.

**Textiles and Tailoring Techniques, Rosa M. Shook:**

Since I dedicated a great deal of time to the subject of tailoring, conducting investigations, and experiencing new techniques, I feel that I am more knowledgeable, more proficient and a better instructor.

**English as a Second Language, Marina Zamora Vera:**

It was a tremendous challenge to teach abroad. This experience sharpened all of my skills. I've become a more focused and stronger teacher and a better team player. It also opens more communication between the two countries.

**Automotive Maintenance, Ray Quon:**

It gave me knowledge of how to train my Spanish students better and to teach them a little differently. I saw the benefits of using PowerPoint in the classroom in automotive training.

**Tourism and Travel Agencies, Victor Guerra:**

The benefit I see is that the SDCCD will be very well recognized all over Mexico and I feel great for being part of it.

**Tourism, Blanca Aguilar-Guerra:**

If I were permitted to participate in the advisory committee, I could share my personal experiences with the SDCCD. Since I am not a teacher at the college, my experiences would be most enriching.

**Jewelry Enameling, Correen Kaufman:**

I had to, in essence, rethink my entire teaching methodology. My teaching here will be clearer and more creative. I already encourage students' questions and feedback, but it is something I need to emphasize even more strongly.

**12. How will your participation in this program facilitate the integration of global educational concepts into your courses here in the United States?**

**Jewelry Making, Deborah Jemmott:**

I will be able to teach a Oaxacan filigree technique that has almost died out, but one of the students who had over 30 years of jewelry making experience shared his knowledge and now I can teach others.

**Textiles and Tailoring Techniques, Rosa M. Shook:**
Tailoring is a universal language. The techniques are similar and agreeable in any language. The books in English used for this course were acceptable and the books in Spanish used in the course will be used in my classes in San Diego.

**English as a Second Language, Marina Zamora Vera:**
I was exposed to different cultural perspectives on teaching and learning styles. I will now share this information with my students in the U.S.

**Automotive Maintenance, Ray Quon:**
The use of international training and trading of technology from the U.S.A. to other countries. Having knowledge of how to train students of different cultures and languages.

**Tourism and Travel Agencies, Victor Guerra:**
Since teaching in Mexico at this level was a new experience to me, I will add this knowledge to my courses in the U.S.

**Tourism, Blanca Aguilar-Guerra:**
It will help me to teach my staff more about the way of life in Mexico.

**Jewelry Enameling, Correen Kaufman:**
I am much more aware of cultural differences and aspirations and I hope that my teaching will reflect this.

**13. For instructors that participated in prior years, have there been notable improvements in the program from a logistical and coordination standpoint?**

**Textiles and Tailoring Techniques, Rosa M. Shook:**
Yes, there was. The materials, supplies, and equipment were provided ahead of time to facilitate and expedite the time of instruction.

**English as a Second Language, Marina Zamora Vera:**
From the previous instructor's feedback. I was able to prepare better, my materials, classroom equipment and other necessary details. (I think basic necessities needed to be met in all classrooms, i.e. water, toilet paper, clean rooms, etc.)

**CNC, John C. Bollinger:**
There have been noticeable improvements but it seems that we have many of the same reoccurring problems no matter what we do.

**14. Please tell us any other ideas or suggestions you might have that would help the Educator Exchange Program to be more successful in providing technical assistance to education and training providers in Mexico?**

**Jewelry Making, Deborah Jemmott:**

I brought catalogs from several jewelry supply sources in the United States, one of which has a toll free number from Mexico, and left them in Mexico. I also made a sample board of some of the techniques I taught, labeled it, and left it for others. I think that the more we can document and leave the longer the instructional information will last.

**Textiles and Tailoring Techniques, Rosa M. Shook:**

There is a need to make a more careful selection of the participants in this type of course.

**English as a Second Language, Marina Zamora Vera:**

It was very important to have met with CECATI directors prior to our trip. It was also very helpful to have Rafael and Ken go down to Mexico and check the sites and bring pictures and video tapes. It gave me an understanding of what I needed to prepare.

**High-Temperature Ceramics, Yoon Chong Kim:**

If the instructors could speak conversational Spanish, it would help to understand the student's simple questions without asking everything through the interpreter. I had one interpreter and 30 students. Let the instructors take some Spanish courses before going to Mexico.

To understand that most of my students are factory owners who are interested in learning a lot about formulas but lack the over-all knowledge of chemistry of the materials. Most of them use the mold-and-pour technique and are not interested in other building techniques unless it can be mass produced. Most of my CECATI students who were instructors in Mexico had limited knowledge of building or decorating techniques or had no ceramic facilities to practice, upon returning to their schools.

**Automotive Maintenance, Ray Quon:**

Put a little of the budget aside to help support the instructors going to Mexico to purchase gifts for students and directors. Also have the directors in Mexico tell us beforehand what they need and want when we teach in Mexico.

**Tourism and Travel Agencies, Victor Guerra:**

It would be great to have instructors from Mexico take some courses here in the U.S.

**Tourism, Blanca Aguilar-Guerra:**
I think the only thing this program is missing is the exchange of Mexican educators to the USA, so that they could live the experience themselves.

**CNC, John C. Bollinger:**
I think that my major suggestions for greater success in the future would be to make sure that the internal politics are taken care of in Mexico. It is also necessary to have Mexico City be more liable for their agreements as far as what they themselves will do.

**Jewelry Enameling, Correen Kaufman:**
The evaluators, the many observers and the administrators (both Mexican and U.S.) should be more sensitive to the actual schedule of the classes. Visits should occur during class time for a more accurate appraisal of instruction and show up early in the course, not the last few days of class when both the instructor and the students are attempting to utilize every last minute to wrap up the course.

**15. Please tell us any other ideas or suggestions you might have that would assist in the integration of global educational concepts and perspectives into the community college curriculum.**

**Jewelry Making, Deborah Jemmott:**
I think we need to talk to people about the experience, the customs, the work done here, the special cultural and technical aspects of Oaxaca. Maybe a newsletter or a section of the one already used in the SDCCD could be dedicated to the sharing of these experiences with others.

**English as a Second Language, Marina Zamora Vera:**
This functional agreement with Mexico has placed the District in the forefront of education. It takes individual commitment and a leader with a vision to expand education to other countries.

**Automotive Maintenance, Ray Quon:**
Ask other countries what their needs are in education and try to fill their needs by sending an instructor there to do the training.

**Tourism and Travel Agencies, Victor Guerra:**
It was the first time that I participated in this program and I believe that this program is a very complete concept.

**Tourism, Blanca Aguilar-Guerra:**
Because it was my first time, I think it was a very complete concept.

**Jewelry Enameling, Correen Kaufman:**
More cultural exchange of students from Mexico studying in the U.S. perhaps. Really intensive short-term courses utilizing instructors from Mexico as well. I feel I benefited as much, if not more, from the cultural exchange as my students did.

**16. Describe other activities you did while in Mexico such as visiting with students, touring factories or other schools, or attending cultural events. How will this knowledge help you in your classroom instruction here in the United States?**

**Jewelry Making, Deborah Jemmott:**
We visited museums, churches, pueblas where artists were working, went shopping, visited with six of the students who stayed in the same hotel daily, and others as often as possible. We attended a dance, went to a silver mine, had a fiesta, and experienced a "healing" by a herbalist in the back areas of Oaxaca. And much more! This experience changed my life and it will definitely have an impact on my students.

**Textiles and Tailoring Techniques, Rosa M. Shook:**
We visited several tailor shops in Morelia, Michoacan. I learned how they manage their businesses and that is something I can share with my students.

**English as a Second Language, Marina Zamora Vera:**
The group organized an appreciation talent activity for the CECATI director. Students sang, wrote poems, and danced. This took a whole week to organize. Students developed a bookmarker- these were distributed to the student body and staff of CECATI 146.

**High-Temperature Ceramics, Yoon Chong Kim:**
I visited factories that were run by students. I made some pieces using their materials with my own decoration or a combination with theirs. We toured many fine cities during the weekends that increased my understanding of their cultures. My students talked a lot about their families and customs.

**Automotive Maintenance, Ray Quon:**
While I was in Mexico I visited other schools and talked to students and instructors. I learned about their needs and also learned how far their knowledge was in that area. This knowledge helped me here in the USA to teach my course at the proper level and to better teach my class.

**Tourism and Travel Agencies, Victor Guerra:**
We were at a travel agency twice for training on the computerized system and we also visited a CECATI center in La Paz, B.C.S.

**Tourism, Blanca Aguilar-Guerra:**
We did a city tour and visited hotels to get a better understanding of the responsibilities of a travel agent.

**Jewelry Enameling, Correen Kaufman:**
A few of the students would accompany me on the weekends to various other places in the area and cultural events. This allowed me to spend personal time with them and get to know what their family, professional, and daily lives are like. I think I will be much more understanding of cultural differences and aspirations of my students in the US.

**17. Would you participate again? Please provide additional comments as to why or why not and any other observations about how to improve the program.**

**Jewelry Making, Deborah Jemmott:**
In a heartbeat! It's a great program. I believe I was very helpful to the beginning and advanced students. I would love to see Oaxaca become a jewelry center of the highest quality. I think it can be and I would love to be a part of that.

**Textiles and Tailoring Techniques, Rosa M. Shook:**
I would gladly participate again.

**English as a Second Language, Marina Zamora Vera:**
Yes, I would love to participate again. Mexican participants (the students) should be selected by March and should be informed officially of their status in the program, to include a formal letter of required conduct and consequences.

Local directors or central Mexico is not processing information to the students fast enough for them to know what the course is about. A description of the program in Spanish should be included.

**High-Temperature Ceramics, Yoon Chong Kim:**
I have mixed feelings about participating again. I can do a better job if I go back there, since I know what to expect next time. I also made many friends there and the warm hospitality they showed to me makes me want to go back.

On the other hand, one month was quite a long time to spend all by myself without family and friends in a country where I could not speak the language.

**Automotive Maintenance, Ray Quon:**
Yes, I would teach this exchange course again.

**Tourism and Travel Agencies, Victor Guerra:**
It was my first experience in this program and I felt wonderful to have accomplished my goals. It would be great to participated again.

**Tourism, Blanca Aguilar-Guerra:**

I would love to participate again. It was a wonderful challenge and experience.

**CNC, John C. Bollinger:**

I am always interested in being considered for future participation. I felt that these trips are a great challenge as well as very fulfilling.

I would like to add that the Director of CECATI 80, Chava, Moscadera, as well as his staff did an outstanding job during this exchange project taking care of my every need. They all deserve a special thanks from our District. This certainly made my program enjoyable as well as successful. A special thanks should also be extended to Miguel Santos from CECATI 89.

In addition to this, I would also like to add that Daniel Vasquez, my translator, was priceless. Besides his outstanding translating abilities, he worked hard and he had the ability to quickly assist me in all facets of the program. He also deserves a special thanks from our District. Without Daniel's efforts my program would not have been a success at all.

All of these people treated my as part of their family which isn't always easy. When I worked until 10:00 PM, they either helped me or if they didn't know how they to assist me in any way they could, they would just be there the whole time.

**Jewelry Enameling, Correen Kaufman:**

Absolutely! The only improvement would have been more pre-planning time, which would have enabled me to be a little more efficient in ascertaining the took, and the material needs of the school.

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